



# St Philip Westbrook C of E Aided Primary School

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| <b>Religious Education</b><br><br>Pentecost: When did Pentecost happen?<br>Why did it happen?<br>Why is it an important event?<br>Conversion of Saul: How does this link to the events of Pentecost and the early church?<br>How did Paul become a missionary?<br>What do missionaries do?<br>What did Eric Liddell do? | <b>Personal, Social &amp; Health Ed</b><br><br>Human Rights: everyone has rights and that children have their own set of human rights – UN Conventions of the Rights of the Child.<br><br><b>Computing</b><br>iMovie and Pic Collage: can children take different shots and video for different contexts?<br>Alter speed, crop and split films. | <b>Physical Education</b><br><br>Dance: Tudor/Elizabethan dance – explore square dance styles to traditional music from this era.<br><br>Athletics: understanding the correct technique of different events, such as javelin, shot put, discus, and jumping. | <b>Science</b><br><br>Living things and their habitats: explore life cycles and how adaptation allows species to survive in different areas; explore what lives in our environment and what factors allow them to thrive.<br><br><b>Textiles</b><br>Creating artwork showing a London scene using a range of different stitches, shapes, textures and joins |
| <b>English</b><br>Non- chronological Reports – ‘old English’ guidebook to Houses of Parliament.<br>Plays – write a scene for a play in the style of Shakespeare; create their own Shakespearean insults.<br>Instructional Texts   | <b>Year 5 Summer 1</b>  |  | <b>Mathematics</b><br>Geometry: knowing, measuring, drawing and investigating angles. Solving problems.<br>Position and Movement: Naming and plotting points; describing translations, movements and successive reflections.<br>Measurements: converting units of length, mass, time and temperature.   |
| <b>Spanish</b><br>Travelling in Spain: ask and answer questions on simple topics; express simple opinions. Create a journey; use survival phrases to get help from a native speaker.  | <b>History</b><br>1603 – 1837: Can they create timelines which outline the development of specific features, such as weaponry, medicine and transport.  | <b>Wow Experiences</b><br>Residential trip to London to visit the theatre and Houses of Parliament.  | <b>Music</b><br>Charanga: Relax, Rewind and Replay. We will be revisiting some of the skills that we have learnt over the year and putting them together in our own written compositions and performances.  |
| <b>Visit or Visitors</b><br>Residential to London – visiting the Houses of Parliament.  | <b>Cultural Appreciation</b><br>The impact of the theatre on Stuart/Georgian England and how that affects us now.   |  | <b>British Values Debate</b><br>Why does Parliament make all of our decisions for us?   |